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ABSTRACT

The basic purpose of the study was to assess the sociological and psychological factors affecting the inmates of the Utah State Prison and to determine their apparent value on the inmates' successful adjustment. The population consisted of 668 inmates who participated in vocational training between 1958 and 1968. All participants for whom addresses were available were either personally contacted or mailed a questionnaire. Special interviews were obtained from prison personnel, and direct observation was made of selected programs. It is concluded that those prisoners who have participated in rehabilitation programs at Utah State Prison have been favorably affected by them in their adjustment to society upon release. However, additional and expanded programs are necessary. Also, a greater amount of the prisoner population must be involved in the vocational and rehabilitation programs. A bibliography and the information collection instruments are appended. (Author/MS)

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AN EVALUATION OF SELECTED REHABILITATIVE SERVICES OFFERED AT THE UTAH STATE PRISON

by

David Virgil White, Junior

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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for the degree of

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CHAPTER I

INTRODUCTION

Statement of the Problem

One purpose of the rehabilitation program at the Utah State Prison is to make available sociological and psychological programs[1] for the inmates to prepare them for successful adjustment[2] when they are released. This study was designed to survey selected[3] rehabilitative forces applying to the inmates and to interpret surveyed opinions of former inmate participants of the vocational rehabilitation program as it applied to their successful adjustments.

Definition of Terms

The following terms are defined to clarify their use in the context of this study:

Social Rehabilitation Programs

Programs designed to assist man to function successfully as a member of a group or a part of an institution[4] or other stratified part

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[1] See Table XVIII, page 60.

[2] The ability of an individual to maintain his status as a law-abiding citizen outside of the prison community.

[3] See Table XVIII, page 60.

[4] "An institution can be defined as a set of interwoven folkways, mores, and laws built around one or more functions. It is a part of the social structure set off by the closeness of its organization and by the distinctness of its functions" (Kingsley Davis, 1949, p. 71).

of society[5] according to the norms[6] of that society.

Psychological Programs

Rehabilitation programs designed to assist the individual to control his thoughts and actions according to the society within which he lives, to reflect and perceive society with an adequate mental image, and to enable him to express himself and that which he perceives to others.

(The following definitions are taken from phase one of the research project.)[7]

Rehabilitation

The organized, remedial, instructional, and vocational program, within and without the prison, the purpose of which is to prepare the inmates for adjustment and return to society as useful, productive and moral citizens and responsible adults and family members.

Athletic Activities

All athletic and competitive games in which inmates participate

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[5] "By society, we mean the various groupings of individuals and the interrelations of individuals within these groups" (L. L. Bernard, 1942, p. 3). "Society will denote human beings living together; ordinarily as a collective noun, it will connote the whole of living humanity" (Dodd, 1942, p. 13).

[6] "They are controls. It is through them that human society regulates the behavior of its members in such ways that they perform activities fulfilling societal needs--even sometimes, at the expense of organic needs" (Davis, 1949, p. 52).

[7] Von Robertson, "A descriptive Analysis of Vocational Rehabilitation and Training Programs and Techniques at the Utah State Prison." (An unpublished report presented to the Research Director, Utah Technical College at Provo, published on contract with the Utah State Office of Rehabilitation Services State Wide Planning, October, 1968.)

within the prison, and in competition with agencies outside the prison. These may include basketball, softball, wrestling, boxing, and similar events.

Arts and Crafts

Leisure time and avocational pursuits by which inmates occupy time and cultivate interests and skills in the fields of leather craft, woodcraft, painting, metal craft, plastics, model building, and others. Articles produced may be used as presents or for sale.

Classification

Consultation under the direction of the Chief Social Worker in which inmates appear singly before the counselor and other selected prison administration personnel to discuss their individual problems and needs in relation to their welfare in the prison and their program for rehabilitation, education or other action preparatory to release.

Counseling

Periodic personal consultation of an inmate with an assigned counselor, a chaplain, or social worker to assist him in understanding himself, his situation, his problems, his interests, aptitudes, etc. The counseling may be social, moral, vocational, religious, or other, or it may be psychological, sociological, or psychiatric in nature.

Group Therapy

A planned series of group meetings in which a program of psychological, social, or other therapy is carried out for group members. The program is directed by assigned members of the prison staff, but meetings may be conducted by inmates.

Individual Therapy

An extended, planned program of meetings between an inmate and a

selected prison staff member for the purpose of psychological, social, or other redirection of the inmate into more acceptable attitudes, conduct or understanding.

Parole

Release from prison under supervision, given to a prisoner before expiration of his sentence, on condition of good behavior.

Public Speaking

The giving of addresses to public, religious or other groups outside the prison by inmates.[8]

Probation

The conditional suspension of sentence of a person convicted but not yet imprisoned.[9]

Religious Activities

All activities, religious or moral in nature conducted by or under direction of prison chaplains or members of the clergy, except counseling.

Social and Recreational Activities

Planned group functions in which inmates engage for recreation and development; these may include clubs, dramatic productions, musicals, rodeos, nonathletic games, and tournaments and entertainment.

Testing and Evaluation

The planned program of giving intelligence, achievement, aptitude, interest and other formal and objective tests to inmates and the

---

[8]Toastmaster club members also participate in public speaking projects within the prison.

[9]Although the term in prison is suspended, a term of probation can be thought of as a sentence.

evaluation of these through scores or profiles with the inmates to assist them in planning a rehabilitative, educational, vocational or other program for reinstatement into society and employment.

Week-end Furlough

Release of the inmate to spend allotted periods of time outside the prison with his family or other responsible parties.

Delimitations

The study sample consisted of 668 Utah State Prison inmates who have participated in vocational training between the years 1958 through 1968 for whom information was available.

All questionnaires which were returned have been used in this study, and they were assumed to be valid.

Information gained through personal interviews, from file jackets[10] of the inmates, and from other sources available to this researcher has been assumed to be correct and was treated as such.

Purpose of the Research

The basic purpose of this study was to evaluate a portion of the rehabilitation program available to the inmates of the Utah State Prison. The data for evaluation were obtained from 668 inmate records filed at the Utah State Prison, from 119 incarcerated inmates and 111 former inmates who responded to questionnaires, and from 89 questionnaires received from professional and administrative personnel responsible for rehabilitative projects which have affected the 668 selected inmates.[11]

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[10] A case history of each inmate is contained in a file which is kept in a record room at the Utah State Prison.

[11] For selection of inmates, see delimitations above on page 5.

This study represents phase two of a three phase project[12] designed to describe and evaluate the rehabilitative programs operating at the Utah State Prison during the years 1958 to 1968. Phase one consists of a descriptive evaluation of all rehabilitative programs conducted for 668 selected inmates between 1958 and 1968. Phase two, which this study represents, consists of an evaluation of selected rehabilitative programs, except vocational training and education, conducted for 668 selected inmates at the Utah State Prison between 1958 and 1968. The third phase of the project is an evaluation of the vocational and educational programs conducted for 668 selected inmates at the Utah State Prison between 1958 and 1968.

It is anticipated that the result of the total study will lend itself to redirection of the many rehabilitative programs in effect at the prison. Through this evaluation and redirection, it is expected that the inmates can be prepared for employment.

Future evaluations in the form of follow-up studies of former inmates woul appear helpful and necessary in keeping the rehabilitative services up-dated. Such studies over a period of several years would help to provide the common denominator that would prove valuable in molding a more lasting and stable rehabilitation program.

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[12]The Research Project was submitted to the Rehabilitation Service Administration under the provisions of Section 4(a) (a) of the vocational Rehabilitation Act as amended through 1965.
Project Title: An evaluation of the Rehabilitative Programs Operating at the Utah State Prison.
Applicant: The Utah Technical College in cooperation with the Utah State Prison, the Utah Rehabilitation Services Administration, the University of Utah Social Service Study Center and the Utah State Department of Employment Security.
Initiated and submitted by: Dr. Ernest H. Dean, Research Director, Utah Technical College at Provo, 1395 North 150 East, Provo, Utah. Under the sponsorship of the Utah Interagency Council on Public Offenders.

Methodology Utilized

Because the research undertaken was concerned with selected groups of inmates, the survey method of inquiry[13] had been employed as the design for this research. All known participants of the vocational training program at the Utah State Prison from 1958 to 1968 were the population for this study.

All participants were either contacted personally or mailed a questionnaire. Special interviews were obtained from prison personnel, and direct observation was made of selected programs affecting the inmates.

Data from the different sources were kept separate.

Design Format

The principal hypothesis of this study is as follows: it is assumed that the sociological and psychological rehabilitative programs affecting the inmates at the Utah State Prison will have a favorable effect on their successful adjustment in society after their release.

The null-hypothesis, therefore, would be: it is assumed that the sociological and psychological rehabilitative programs affecting the inmates at the Utah State Prison will not have a favorable effect on their successful adjustment after their release.

To determine the relative importance of the sociological and psychological programs affecting the inmates, the study was structured:

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[13]The survey method of inquiry for this study was composed of a study of file jacket information containing inmate records and the analysis of data taken from the questionnaires.

1. To determine what type of individual takes advantage of the opportunity of the rehabilitation program at the Utah State Prison.

2. To determine what type of rehabilitative facility is available to the inmate at the Utah State Prison.

3. To determine if the sociological and psychological aspects of the rehabilitative program at the Utah State Prison have a favorable effect upon the inmates after they are released from the Utah State Prison.

Method

The following procedures were used to collect data. Inmate information was obtained from available sources: the Utah State Prison, Utah Adult Probation and Parole Department, Utah State Board of Corrections, Salt Lake County Welfare Office, and the Utah Technical College at Provo. The information was classified and analyzed according to age, race, crime committed, education, type of rehabilitation program, rate of recidivism, marital status, and religion.

Former participants of the vocational training program at the Utah State Prison were asked to fill out questionnaires pertaining to the rehabilitation programs they were involved in. Professional and administrative personnel connected with the selected rehabilitative programs at the prison were asked to execute a questionnaire concerning their services to the inmates. Participants of two group therapy sessions at the prison were asked to fill out a questionnaire concerning the therapy project there; twelve responses were received.

Key personnel who were concerned with the rehabilitation programs at the prison were interviewed and the results summarized.

The results of administrative and professional personnel questionnaires and inmate questionnaires were surveyed and summarized.

Personal observations of selected rehabilitative programs existent at the prison were described.

Organization of the Study

The remainder of the study was organized as follows:

Chapter II contains the results of previous studies as taken from pertinent and related literature.

Chapter III contains the design and procedures followed in this study.

Chapter IV consists of the findings of this study.

Chapter V summarizes the important findings and gives conclusions and recommendations derived from such findings.

Helpful information has been placed in an appendix.

A listing of all sources of information used in this study has been placed in the bibliography whether or not such sources are actually quoted in the study.

CHAPTER II

REVIEW OF LITERATURE

Selected literature of the past quarter-century has been surveyed and a report describing the results of various studies and programs involving the problem of prison rehabilitation follows. The review of literature has been broken into three sections, the first dealing with rehabilitation in general, the second dealing with psychotherapy, and the third dealing with vocational and educational rehabilitation.

Section I. Rehabilitation

The study of institutions,[1] their function and role in our society, has long intrigued man. The question of social deviance has troubled rulers and social thinkers since the beginning of civilization. Penal institutions have played a prominent part as a means of social control in the reduction of deviance by removing offenders from public and social activity. Therefore, penal institutions have been among the more prominent institutions of society.

A survey of selected literature has indicated that the modern prison appears unable to adequately rehabilitate the offender. Current recidivism rates,[2] 70 percent at the Utah State Prison (Harding,

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[1] See footnote number 4, page 1.

[2] "A large proportion of the offenders under the care of any agency are recidivists. Of the offenders committed to prisons and reformatories in 1945, 51 percent had been committed previously to such institutions and 6 percent had been committed more than three or more

1967) and 63 percent at the Massachusetts Correctional Institution (Carney, 1968) indicate the need for a change in the attitude of society towards the offender. It is not a matter of being permissive; it simply involves a change in the basic approach to rehabilitating the deviate. Members of society involved in prison rehabilitation have too often modified behavior of criminals for short periods of time only to be stunned by additional and often more brutal crimes.

With regard to rehabilitation, Black (1967) quotes President Lyndon B. Johnson, speaking on February 15, 1965, before the 89th Congress:

> The problem runs deep and will not yield to quick and easy answers; we must not weaken in our resolve to identify, and eliminate the cause of criminal activity . . . Correctional agencies charged with responsibility for those who have been found guilty of a criminal offense, face enormously complex problems. Some of the time honoured methods are proving to be inadequate; many new ideas are being developed and applied still with uncertain results . . . We cannot tolerate an endless self-defeating cycle of imprisonment, release, and re-imprisonment which fails to alter undesireable attitudes and behavior. We must especially find ways to help the first offender avoid a continuing career of crime (p. 1).

When released, inmates should at least be no more criminally inclined than when committed to a penal institution. If public opinion and institutions of correction and confinement were more strongly oriented toward rehabilitation and restoration, the need for confinement

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times. This is far from a complete enumeration of the recidivists in these institutions, for the methods of identification are inadequate. In states where the local organizations of the methods of identification is more complete, the percentage known to be recidivists goes above 60 percent . . . Of the persons whose fingerprints were taken by the Federal Bureau of Investigation in 1952, 60.6 percent had prior records on file" (Sutherland, 1955, p. 591).

could be greatly minimized. However, custody and control are the central consideration of the entire institutional programs (Crime and Delinquency, 1967). Most institutional projects are planned to meet these needs (Ibid.). That is why two-thirds of all adult institutional employees are engaged in custodial tasks (Ibid.). This concern for custody and control is "universally prescribed by law, custom, and public opinion. Although at times this concept may seem at variance with the introduction of rehabilitative services, it is doubtful that any program which ignores this reality will succeed" (Ibid., p. 197).

With different programs and varying degrees, "all jurisdictions provide for custody, discipline, health and medical services, nutrition, classification, counseling, education, recreation, religious work, and visiting. Many also encourage a variety of optional and special interest activities" (Ibid., p. 197).

Several pertinent observations were made by Dressler, a sociologist, (1959) in his review on the present trend towards rehabilitation.

> The reformatory movement first took root in the Eastern United States. Franklin Benjamin Sanborn, secretary of the Board of State Charities of Massachusetts, issued a report in 1865 describing a ticket-of-leave system. It played a part in the decision to erect the Elmira Reformatory.
>
> It was proposed to build an institution for young adults with reformation as the goal with some provision for after-care upon their release. Elmira opened its doors in July, 1876. It was not envisaged as a maximum security prison, but retained some of the physical features of such edifices nevertheless. There were barred cells, locked corridors, the standard safe custody provisions. The great departure was in program . . . The principles behind the institution were: 1. Offenders are reformable. This simple assertion is the core of parole philosophy. If people cannot be helped to change for the better, why spend money on parole?

> 2. Reformation is the right of every convict and the duty of the state . . . 3. Every prisoner must be individualized. The emphasis would be upon the offender, not the offense . . . 5. The prisoner's cure is always facilitated by his cooperation and often impossible without it . . . 7. The reformatory process is educational. That means more than instructional. It includes the concept of reeducation of attitudes, motivation, behavior (p. 55).

An increasing interest has been shown in the United States in recent years in the different aspects of rehabilitation in the penal institutions. Olsen, (1968) in his review makes several observations regarding the broad field of rehabilitation. He comments on the development of a number of specialized organizations designed to provide services for people in need of rehabilitation. Although all have as their objective the maximum physical, social, emotional and vocational functioning of the person they serve, each tends to focus on a specific area, i.e., medical, vocational, etc.

> These broad objectives require the combined skill of many different professional disciplines. For example, no man possesses the required knowledge or technical skill to provide medical, social, and emotional services. It has been found that a patient's successful rehabilitation often requires help in all areas. Severe disability influences a person's total adjustment and difficulty in one area tends to have effects in another. The phrase "treat the whole man" is used to account for the spread effect; however, it might be modified to include "it takes a team to treat the whole man." Even individual rehabilitation counselors functioning in some agencies must utilize the services of other professions, thus in effect creating a team where none exists (pp. 1-2).

In the broad field of prisoner rehabilitation, many programs such as classification,[3] counseling,[4] and work release,[5] are used as aids

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[3] See Definition of terms, p. 3.

[4] Ibid.

[5] See page 15.

in the rehabilitation of prisoners.

The standards of classification in most institutional programs call for diversification by age, sex, custodial requirements, types of inmates, and program needs, and for at least annual review of the custody classification of each prisoner (Crime and Delinquency, 1967). According to the National Council on Crime and Delinquency,

> Classification, in the prison world, is an organized and coordinated way of continuously evaluating the inmate and assigning him to appropriate placements and activities within the institutional system. A properly operating classification procedure, equipped with a sufficient number of program options in housing, work, and treatment, can provide the inmate with more significant safeguards than those traditionally offered by stone walls and raw custodial power. For example, work options and diversification in housing can protect the youthful novice from the influences of those to whom crime has become a way of life (Ibid., p. 198).

With regard to counseling, a survey for the President's Commission on Law Enforcement suggests one counselor per 150 inmates, and one psychiatrist, three clinical psychologists, and three case workers per 600 inmates (Ibid., p. 201).

Concerning the matter of counseling programs in penal institutions, the National Council on Crime and Delinquency (1967) states the following:

> Every jurisdiction reports some kind of counseling program, be it by psychiatrists, psychologists, sociologists, social workers, teachers, counselors, chaplains, or guards. Some states make a most considerable individual or group counseling effort; in other states, if one can judge the quality from the number and training of the staff involved, the effort amounts to very little (Ibid.).

According to Grupp, (1964) the desire for a reduction of recidivism, increase in efficiency of effort and economy has led to an increased interest in the work release program. Usually, though not

exclusively, this activity has been limited to misdemeanants.

> Major objectives of work release are the support of his dependents and the rehabilitation of the offender. Subsidiary advantages include the saving in money which accrues to the state and/or county and the possibility for the offender to retain his job. Further, work release seems ideally suited as a vehicle for the implementation of the integrative theory of punishment . . .
>
> Work release is simple practice in theory. It allows a person to work at a job in the free world and serve his prison sentence during non-working hours (Grupp, 1964, p. 4).

Olsen (1968) states the following:

> As of yet, there is no sound theory of the psychological aspects of the rehabilitation process, nor is there a sound experimentally based body of knowledge which integrates all of the separate disciplines involved in rehabilitation. Generally speaking, it is conceeded that the successful approach to rehabilitative adjustment requires a change in attitude. However, the functional role of attitudes and attitude change has not been systematically studied in rehabilitation (p. 2).

In the same manner, prison rehabilitation embraces many aspects of the total person. Black (1967) further postulates:

> All phases of rehabilitation are important in correctional institutions and the word rehabilitation can be used loosely to apply to almost any activity that is not purely institutional administration . . . Each phase of institutional life compliments and strengthens the other. One "weak link" in this chain might counteract all the effort of the other areas of rehabilitation. Counseling is important; discipline is important; education is important; and post-release direction or after care is important. These are all areas of rehabilitation, and emphasis in just one of these at the exclusion of the others is most likely to turn out a recidivist . . . The role of the correctional institution then is not incarceration for incarceration's sake, or just to get the perpetrator of the crime out of circulation, but is a means of detention while he is given treatment which will enable him to be put back into society, hopefully well enough adjusted to become a worthwhile member of that society . . . In short if probation can accomplish the rehabilitative needs of a convicted juvenile or adult this should be the method used, and depending upon the

> seriousness of the crime, the shorter time a person has to be incarcerated the better--just as long as he has been or is presumed to be rehabilitated (pp. 25-26).

Section II. Psychotherapy

Psychotherapy,* according to McCary (1955) dates back to the time when verbal interaction between two persons was first used for the emotional benefit of one of them. He notes that early Babylonians, Egyptians and Greeks used magic, music, and prayer for the specific purpose of quieting a patient and luring demons from his body. The value of kindness and human treatment in working with mentally disturbed patients was realized by the Dutch physician Weyer, the French psychiatrist Pinel, and many of their contemporaries (Ibid.).

Some of the earliest definitions of group psychotherapy and group therapy are set forth by Moreno (1962).

> *Definition 1: Group psychotherapy treats not only the individual who is the focus of attention because of maladjustment, but the entire group of individuals who are interrelated with him.
>
> Definition 2: Group therapy will be advantageous for persons who do not recover by themselves or through some form of psychological analysis or medication, but only through the interaction of one or more persons who are so coordinated to the patient that the curative tendencies within are strengthened and the disparaging tendencies within checked, so that he may influence the members of his group in a similar manner.
>
> Definition 5: Group psychotherapy is the result of well calculated, spontaneous therapy plus proper social assignment . . . the leader is within the group, not a person outside (p. 2).

Moreno (1962) further suggests that group psychotherapy of prisoners is the relating of men one to another. He lists the group oath to therapeutic science and its disciples as follows:

> Just as we trust the physician in individual treatment, we should trust each other. Whatever happens in the course of a session of group therapy and psychodrama, we should not keep anything secret. We should divulge freely whatever we think, perceive or feel for each other; we should act out the fears and hopes we have in common and purge ourselves of them.
>
> But like the physician who is bound by the Hippocratic oath, we are bound as participants in this group, not to reveal to outsiders the confidences of other patients. Like the physician, each of us is entrusted to protect the welfare of every other patient in the group (p. 3).

The above oath was only intended to convey to the group members, at the outset of the sessions, their responsibility during the process of treatment.

A new approach to group psychotherapy has been offered by Stroller (1967) wherein he conducts a study of ten female patients chronically hospitalized who showed movement and activity in areas previously ignored by them following the use of such therapy. The use of the microphone and television camera made withdrawal and silence less likely and the staff expectations were contradicted by the patient's actual behavior. The staff's perception of many patients changed remarkably. Some patients moved into "off-ward" work details and began exploring activities previously ignored. Some left the hospital or were preparing to leave and the group is now a mixed group. Gentle pressure was exerted in every session by the therapist and patients who became adept at stimulating their fellow patients. Patients were given the opportunity to view group gherapy sessions on television. By having other patients view these sessions, a more efficient utilization of a trained therapist was achieved.

There are widely developed theories, methodologies and procedures concerning psychotherapy; most of them strive for a good client-therapist

relationship providing for support to the patient through persuasion, suggestion, relaxation and reassurance, etc. A permanent reorganization of the patient's personality structure is attempted through use of reconstructive methods.

According to Snyder (1961) there are various types of psychotherapy such as individual or group therapy, brief term or long term therapy, surface or depth therapy, conative or cognitive therapy, directive or non-directive therapy, the flexible or inflexible therapy, the segregated or the total push therapy. The individual and group therapy refer to member and time; surface and depth therapy refer to the nature of the therapy, whether it be symptomatic or the working through of deep conflicts; conative therapy involves aspects of the patient's desires and emotions while cognative involves the intellectual knowledge and competancies of the patient.

Although there are many different approaches, each can claim some degree of success. The techniques of all therapies have certain essential components in common. Each therapy should achieve success in establishing a warm relationship between therapist and client. Each therapy may be successful with certain types of clients, but not with others.

Within the prison institution the goals of the inmate informal society are often incompatible with that of the official or formal prison structure. When the informal inmate organization within the prison refuses to allow inmate participation in the various rehabilitation programs, then the rehabilitative treatment is blocked. The group provides a social system in which the individual can express himself and

learn to adapt to the mores or norms of the group, as well as contribute to the expressed needs of the members.

Inmates especially have evidenced a need for behavior support and stimulus or motivation to improve. Baney (1966) describes objects as behavior supports. He felt the whole environment turns out to consist of behavior supports and notes a large I.Q. increase under conditions of sensory and social enrichment.

> For most imprisoned men, criminal behavior is only a part of a larger pattern of personality maladjustment. Thus, the treatment and prevention of criminal behavior will have to involve the same procedures--hospitalization, medical and psychological therapy, social work, early detection and correction of unhealthy personality trends, etc., . . . which apply to abnormal behavior in general. Most investigators in this field feel that our criminal procedures have failed sadly and deplore the fact that law enforcement is still largely punitive and revengeful--that society is more concerned with exacting "an eye for an eye and a tooth for a tooth" than it is with the rehabilitation of the criminal. . . .
>
> Inasmuch as most prisoners eventually return to society, it is crucially important that we evaluate the actual effectiveness of our modern criminal procedures in preparing the criminal for a useful role in society. This would appear particularly true in view of the high rate of return to criminal behavior following release from prison, and the obvious ineffectiveness of present penal procedures for treating the "new" criminal (Coleman, 1964, p. 379).

Unless the offender can make appropriate decisions in the community to which he is released, the decisions made within the abnormal treatment situation will be to little avail and the rehabilitative program will be relatively useless. Although individual counseling and therapy are essential for specific treatment or preparation for group therapy, they do not offer the experience nor the practical value that is offered in a group situation.

Section III. Vocational Rehabilitation

Although incarceration and punishment are the main aims of penal institutions, nevertheless there is a growing trend toward education and occupational training as rehabilitation measures.

> Interest in vocational training is now once again on the rise . . . One of the new stimuli to development of such programs is a current sociological theory: Society must offer the opportunity, but the man must be prepared to seize it. A recent study of the federal prison system observed that "learning a trade or in other ways preparing for a better job opportunity outside of prison was the first interest of most inmates (Crime and Delinquency, 1967, p 200).

The Manpower Development and Training Act, the war on poverty, and the Vocational Rehabilitation program funds are playing an important part in the increased activities along these lines (Ibid.).

> Well-organized vocational training gives purpose to a correctional institution. With work no longer punishment, the inmates and staff can be drawn together in a common effort. The negativism of "doing time" is alleviated. Well-trained and well-motivated workers at release can improve public acceptance of former prisoners (Johnson, 1968, p. 586).

In the United States, enthusiasm for vocational training in penal institutions began in 1870, when the elements of a vocational program were first formulated by Zebulon Brockway, the first superintendent of the Elmira Reformatory in New York (Crime and Delinquency, 1967). Several years ago, it was at a low point, with wardens limiting the vocational training function to teaching a man how to "adjust to the job he finds himself in, his boss, and his fellow-workers" (Ibid., p. 200).

With regard to inmate training, Black (1967) states,

> Although more than 12,000 persons leave federal correctional institutions and another 90,000 leave state institutions each year, few of them receive the kind of training while

> incarcerated which would enable them to compete successfully for jobs in the present highly industrialized and technologically oriented world (p. 25).

Carlson (1949) further emphasizes the following:

> The original purpose of a penal institution was the punishment of offenders. If there was any theory behind a primarily retributive punishment it was that this procedure would probably cure the individual of his inclinations toward criminal behavior and at the same time serve as a deterrent to others. It has not accomplished either of these objectives.
>
> The great majority of present-day penal institutions are still tied closely to the function of punishment, although progressive penologists and prison administrators are now emphasizing the rehabilitative aspects of a prison or reformatory sentence. Among those people the trend has been to regard the prison sentence, in addition to its punitive aspect, as an opportunity to attempt to correct any deficiencies which may be discovered by the physician, dentist, psychologist, chaplain, or other members of the staff.
>
> There are a number of reasons for the failure of the industrial reformatory to be little more successful in reforming prisoners than the old idea of retributive punishment. Probably one of the reasons for this failure was the unproved assumption that the exposure to prisoners in the mass to vocational and academic courses would somehow keep them away from criminal activities on release from prison (p. 2).

In reality, the vocational and academic courses should be directly related to an occupation which is in demand in society and which the inmate will have a reasonable chance of occupying upon release.

A method for determining the relationship between institutional vocational training and parole employment or criminal behavior was developed by the Research Division, Department of Corrections, State of California. The procedures, including method of obtaining inmate information and type of instruments developed, were listed and the following conclusions stated:

> This pilot study demonstrated how data can be collected prior, during, and after vocational training in correctional institutions.
>
> These data differentiated between the more passive and less capable men who chose the Bakery training course and the more active and capable men who chose the Body-Fender training course, as well as between those two groups' subsequent use of training and follow-up behavior.
>
> These data showed the difficulty of placing men at training-related jobs during a period when such jobs were scarce. These data also showed that men who did get training-related jobs earned more and held jobs longer without as many job changes.
>
> However, in 6 and 12 months periods, these trained parolees had significantly more major difficulties with the law than would have been predicted from their Base Expectancy scores, while a comparable group of post hoc matched untrained parolees had just about as much difficulty as might have been expected (Research Report No. 4, p. 4).

However, it was noted that the findings were limited to the small samples of the two training groups studied and should not be generalized to vocational training as a whole, or to other samples from these two courses.

One way of making the reformatory system more effective is to relate the training programs to the particular individual. The major deficiency of most inmates appears to be the lack of sufficient education and vocational training, including on the job experience, necessary to occupy productive employment for any period of time.

Among recent studies on prisoner rehabilitation, the one completed at the University of North Dakota is outstanding. A study of the educational and vocational aspirations of prisoners in North Dakota (University of North Dakota, 1967) assessed the needs of inmates and found that within the first three months after release, only two-fifths of those released had been able to find employment as much as 80 percent

of the time while one-fifth had not been able to find a job of any kind. It also found the cost per year to maintain a prisoner is between $2,000 and $2,500. (This has obviously risen since this study was published.) Sixty-seven percent of the youngest age group wished to return to school. The desire to obtain a job increased with the age of the prisoner. The 50 and over age group had less definite vocational plans than the younger age group.

Concerning the preparation that preceeded vocational instruction at the Utah State Prison, Rappleye (1965) makes the following observations. "First an interest inventory was given to all inmates" (p. 2). The employment security office helped determine the courses to be taught by selecting those occupations that were currently in demand and that would be available to former inmates. "Applications were carefully screened on the basis of the inmate's aptitude test battery, his need for training based on his past employment record and his ability to stay with the course until completion as indicated by his institutional records and psychological reports" (Ibid.).

Inmates were interviewed, briefed on course requirements and job opportunity information connected with the training. The selection procedure had been established three years previously when an earlier program was originated.

Previously the Jordan School District[6] had offered academic schooling in July of 1953 in the form of basic and secondary classes and in 1959-1964, approximately 100 inmates were partially trained in vocational

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[6]The State Prison is under the direction of the Jordan School District, Murray, Salt Lake County, Utah.

rehabilitation. Although facilities were very limited, records of participants were not formally kept and the program was not organized to the extent it presently is under the direction and influence of the Utah Technical College at Provo.

Presently, three types of instruction are available at the Prison: 1. Basic, secondary and remedial instruction. 2. On-the-job training, such as the work release, meat processing, boiler training,[7] furniture industry, and other similar work assignments which provide training along with the work itself. This, however, is not always organized to a high degree with a lesson-plan type of instruction to accompany it. 3. The third program now available, a full-time program of occupational instruction in vocational training such as electricity, drafting, and welding, is more highly organized.

The following courses are now offered: 1. Auto Mechanics, 2. Diesel Mechanics, 3. Machine Shop, 4. Metal Furniture and Upholstry, 5. Sheet Metal Working, 6. Cabinet Making, 7. Printing, 8. Tailoring. It is hoped that additional funds will allow an improved Auto Mechanics program to be taught; in initial surveys circulated at the prison, it was indicated that most inmates desired this instruction and experience which incidently is in demand in society as indicated by the Utah Employment Security.

A major need of a vocational training program is that of greater involvement or inmate participation; it presently appears that not more

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[7]Inmates are offered training in boiler maintenance which will lead to their receiving a fireman's certificate upon completion of their training.

than one-fifth of the institutional population has been involved in past programs and certainly not all of these have been able to obtain and to hold steady, productive employment. Consequently, much remains to be done in assisting the individual to adjust as well as to encourage society to assist in this adjustment.

Black (1967) quotes Thomas Mott Osborne, Warden of Sing Sing Prison, New York, in a report made in 1917, as follows:

> The basis of our prison of the future, therefore, will be the indeterminate sentence for all offenders giving to the prison authorities power to retain the criminal under their care until he has utilized his opportunities for education, sufficiently to warrant the belief that he will be a useful member of society. There will be no more of the foolishness involved in releasing from prison men who are perfectly certain to go straight back into crime. Men will no longer be released until they have ceased to be dangerous to society.
>
> Considering the prison then as a place of reformation and education, it is obvious that the most essential thing is to have an environment which will be, so far as possible, natural, healthy; stimulating those qualities which are necessary to success in dealing with the problems of life outside (p. 2).

Concerning the trend toward penal institution rehabilitation, Johnson (1968) reports the following:

> In a society emphasizing work as the major status determinant, prison industry has important potentialities for making the correctional institution a means of rehabilitation. The trend toward opening new forms of communication with the free community holds promise for reducing the serious discrepancy between the prison and the outside society as universes of social experience. However, if the trend is to have significant results, issues related to prison labor must be resolved (p. 568).

CHAPTER III

METHODOLOGY

Statement of Sources of Data

File Survey

The survey[1] method of inquiry was employed to obtain data for this research project. A survey of the inmate histories was made from prison files for the 668 plus inmates who had taken some form of vocational or technical training between the years 1958 and 1968. The data recorded included number, name, age, previous occupation, previous school grades, tests taken (GATB, CAT, WAIS, and others)[2] high school

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[1] See page 7, Footnote number 13 for definition.

[2] General Aptitude Test Battery (GATB): The GATB probably comes closer than any other multi-factor test battery to meeting the requirements of validity for success in a variety of occupations. A profile of scores is matched against occupational aptitude patterns (Sixth Mental Measurements Yearbook, 1965).

California Achievement Test (CAT): Provides articulated normative evaluation of reading, arithmetic, and language achievement in the grade range of 1-14. The scores for the parts, sections, and total battery may be confined to grade placement scores, percentile ranks, standard scores, and stanines (Ibid.).

Wechsler Adult Intelligence Scale (WAIS): is probably the most commonly used clinical instrument for the measurement of adult capacity. It covers both verbal and performance materials and consists of ten subtests with one alternate subtest (Coleman, 1964).

The Revised Beta (THE OTIS GROUP INTELLIGENCE SCALE): One of the oldest standardized tests still listed in the catalogue of major public use in 1963. The test, in its present form, has remained essentially unchanged since 1920 (Sixth Mental Measurements Yearbook, 1965).

Rorshark and Sacks Sentence Completion Test: The technique has

completion, basic education, vocational training courses, dates of counseling service, type of counseling service (vocational, social, psychological, religious),[3] release date, job placement on release, crime, sentence, race, present age, age at first committment, sex, religion, state where born, county residence, times committed on felony, juvenile record, occupation, marital status, and miscellaneous comments.

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been used with all age levels in clinics, guidance centers, hospitals, schools, industry, to assist, diagnose and describe every aspect of the human person--cognitive, emotional and motivational--in both normal and psychiatric subjects (Sixth Mental Measurements Yearbook, 1965).

Shipley I.Q. Scale: This questionnaire contains 185 true-false items and a profile of 10-scale scores. About one page of the four-page manual is devoted to "interpretations" (Ibid.).

Bender Visual-Motor Gestalt Test: The first personality test to be based upon visual-motor methods. The test rapidly checks one's perceptual capacity and motor activity. It is often used to test the ability of children and adults with various personality disorders to reproduce figures (Remmers, 1954).

Thematic Apperception Test (TAT): Consists of a series of pictures about which the subject is instructed to make up stories. These stories often reveal a great deal about his conflicts, attitudes, level of aspiration, and related aspects of his personality (Coleman, 1964).

[3] Vocational Counseling: That advice and counsel given to assist individuals to choose the most appropriate vocational training program.

Sociological Counseling: Counseling which occurs in connection with sociological programs. It has as its object the redirection of individual activities to those of a sociological nature.

Psychological Counseling: The counseling given to change or re-arrange individual attitudes often in conjunction with psychological programs which serve as preparation for further education.

Religious Counseling: That counsel given to assist those seeking such advice to make decisions concerning religion and their everyday living behavior.

Interviews

The selected prison personnel, prison psychologist, consultant psychologist, the supervising case worker at medium security and two additional case workers were interviewed. The latter two were queried about their group therapy program. Two therapy groups were also interviewed via a questionnaire personally administered and one of the two groups was also observed personally during a session.

The following individuals were also interviewed and information was obtained from each for this study. They include the Director of County Welfare, the Director of Pardons and Parole and the Vocational Director of the Utah Technical College at Provo.

Questionnaires

Two psychotherapy groups were surveyed through the use of an eighteen item check-list type questionnaire. The first was the prison psychologist's group normally composed of ten members. This group was labeled group one. Five of the six members of group one consented to fill out the instrument, some only partially completing the task. This group from medium[4] had been functioning for approximately two months and met regularly once a week for one hour. The second group, labeled group two, from minimum[4] custody, was conducted by one of the two consulting psychologists. This group had continually been meeting for about two years. However, few of those interviewed

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[4]Upon entering the Utah State Prison, the inmates are assigned to a certain section of the prison, according to crime committed, tests taken and advice from prison personnel. These sections are labeled: minimum, medium, and maximum.

were two-year veterans. It was composed of eight members, seven of whom participated in the questionnaire exercise. This group meets once a week in a predetermined place.

Questionnaires were administered to prison personnel and to those inmates presently housed in the prison. Questionnaires were also administered to related social welfare workers, parole and probation workers and other personnel outside the prison itself whose work is directly related to former inmates.

The former inmates were mailed questionnaires if they lived out of the Salt Lake County area. Those within driving distance were personally questioned or questionnaires were left to be picked up later. Employers of former inmates were also sent questionnaires.

Steps of Methodology

Authorization of Study

This study[5] was authorized by the State Prison Vocational Training Research Committee, later known as the Inter-agency Group On Prison Inmate Rehabilitation.

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[5]The Research Project was submitted to the Rehabilitation Service Administration under the provisions of Section 4(a) (a) of the vocational Rehabilitatiin Act as amended through 1965.
Project Title: An evaluation of the Rehabilitative Programs Operating at the Utah State Prison.
Applicant: The Utah Technical College in cooperation with the Utah State Prison, the Utah Rehabilitation Services Administration, the University of Utah Social Service Study Center and the Utah State Department of Employment Security.
Initiated and submitted by: Dr. Ernest H. Dean, Research Director, Utah Technical College at Provo, 1395 North 150 East, Provo, Utah. Under the sponsorship of the Utah Interagency Council on Public Offenders.

The project was under the direction of the Research Director at the Utah Technical College at Provo.

Selection of Sample

Some 668 inmates having been exposed to vocational training at the Utah State Prison during the 1958-1968 period were selected for this study.

Construction of Instruments

Questionnaires were designed with the help of the Research Director, Utah Technical College at Provo, Utah.

Collection of Data

Data for this study were obtained from material found in inmate file jackets located at the Utah State Prison. Questionnaires were received from participants of the rehabilitation program as well as from professional personnel concerned with prisoner rehabilitation. Interviews of some of the key rehabilitation workers and actual participants of the program were also conducted to obtain data for this study.

Analysis of Data

The data were analyzed on a nominal level of analysis.

Validity and Reliability

The criteria of success was considered according to the responses and opinions of the students who responded to the questionnaire. The data collected have been assumed to be correct and were treated as such.

Classification of Data

The data were classified according to the separate phase to

which it could more appropriately be used.[6] Only that peculiar to phase two of the project was included in this study.

[6] See page 6, paragraph 1, for definition of phase.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter has been divided into three parts. The first part defines the populations according to their age, race, crime committed, education, type of counseling service received, rate of recidivism, marital status, and religion. Included in Appendix B are further comparisons not directly related to the research project.

The second part contains an analysis of the psychotherapy program at the Utah State Prison. Included in this analysis are results of psychotherapy group questionnaires, prison personnel interviews, and an observation of a group psychotherapy session.

The third part contains an analysis of selected sociological programs[1] affecting the inmates at the Utah State Prison. Included in this analysis are results of two different questionnaires, one administered to inmates who participated in vocational training and rehabilitation programs at the prison, the other administered to professional and administrative personnel connected with the rehabilitation program at the prison.

Section I. Definition of Population

Because information contained in the inmate's records at the prison was incomplete, the population for each analysis has been different, according to the information available.

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[1] See Table XVII, page 58.

Inmate Age at Time of First Major Offense

The population for this analysis consists of 520 inmates, 76 percent of the total 668 population, who were selected because of their involvement in vocational training and rehabilitation programs at the Utah State Prison. The involvement was based upon results of tests indicating ability, the advice of prison personnel, and personal desire.

It should be understood that the population analyzed could have been committed to one of several institutions for their first major offense, including juvenile detention homes, county jails, or state prisons, not necessarily the Utah State Prison.

Analysis of Data. The following is an analysis of the data taken from Table I. As indicated by the data in Table I, the average age of the inmate was found to be between 20 - 24 years at the time of their first major offense, with 172, or 33.1 percent of the inmates in this category. The next highest group, 15 - 19 years of age, included 148, or 28.6 percent of the inmates. Fifty-five, or 10.6 percent of the inmates were found to be 10 - 14 years old at the time of their first major offense. One inmate was found to be between 60 and 64 years of age at the time of his first major offense.

Age of Inmates at the Time of the Study

The population for this analysis consisted of the same 520 inmates involved in vocational training and rehabilitation programs at the Utah State Prison plus an additional 107 inmates for which this information was available.

Analysis of Data. At the time of this study, the average age of the population was found to be 30.2 years of age. Two hundred fifteen,

TABLE I

INMATE AGE AT TIME OF FIRST MAJOR OFFENSE

Age		Number of Inmates	Percent of Inmates
10-14		55	10.6
15-19		148	28.6
20-24	average age	172	33.1
25-29		75	14.4
30-34		41	7.9
35-39		18	3.5
40-44		7	1.3
45-49		3	.5
50-54		0	.0
55-59		0	.0
60-64		1	.1
Total		520	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

TABLE II

INMATE AGE AT TIME OF STUDY

Age	Number of Inmates	Percent of Inmates
10-14	0	.0
15-19	8	1.3
20-24	148	23.6
25-29	215	39.3
30-34	121	19.3
35-39	66	10.5
40-44	40	5.4
45-49	20	3.2
50-54	6	1.0
55-59	2	.3
60-64	0	.0
65-69	1	.2
Total	627	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

or 34.2 percent of the inmates were in the 25 - 30 year age group. As indicated in Table II, the next highest age group was between 20 - 24 years, with 148 inmates, or 23.6 percent of the total population. Eight inmates were in the 15 - 19 age group, while one inmate was listed in the 65 - 69 age group.

Racial Groups of Inmates

The population for this analysis was made up of 617 inmates categorized into six different racial groups who had been involved in vocational training and rehabilitation programs at the Utah State Prison between the years 1958-1968. According to Table III, the groups were Caucasian, Negro, Spanish, Mexican, Italian, "other."[2]

TABLE III

RACIAL GROUP OF INMATES

Race	Number of Inmates	Percent of Population
Caucasian	489	79.2
Negro	43	7.0
Spanish	32	5.2
Mexican	27	4.4
Italian	13	2.1
Other	13	2.1
Total	617	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

[2]French Spanish, Latin American, Scottish Irish, German English, Danish, Irish English, Danish.

Analysis of Data. The Caucasion inmates at the Utah State Prison exceeded the other inmates with 489 of them, or 79.2 percent of the population, falling in this category. Of the remaining 128 inmates, 43 were Negro, 32 were Spanish, 27 were Mexican, and 13 were Italian, with 13 "others" which included several categories.

Crimes Committed

The population for this analysis included 520 inmates involved in vocational training and rehabilitation. Six hundred thirty one known crimes were committed by the 520 inmates wherein one prisoner may have been sentenced for more than one offense. A breakdown of these crimes is the subject of this analysis.

TABLE IV

TYPE OF CRIMES COMMITTED BY INMATES

Crime	Number of Crimes	Percent of Crimes
Robbery-burglary	357	56.6
Fraud-forgery	120	19.0
Sexual offenses	52	8.2
Failure to provide	33	5.2
Murder	23	3.6
Assault	21	3.3
Narcotics	13	2.1
Escape	4	.6
Kidnapping	3	.5
Arson	3	.5
Habitual criminal	1	.2
Polygamy	1	.2
Total	631	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

Analysis of Data. The robbery-burglary[3] offense as indicated on Table IV was the most common crime committed with 357, or 56.6 percent of the 631 crimes in this category. Table IV also indicates that 120, or 19 percent of the crimes committed by the inmates were fraud-forgery, whereas 52 or 8.2 percent were for sexual offenses.[4] It is interesting to note that "failure to provide" was indicated 33 times as being the reason for committment.

Previous Education Before Incarceration

The population for this analysis included 668 inmates who had been involved in vocational training and rehabilitation programs at the Utah State Prison.

Analysis of Data. The majority of the population, 562, or 69.1 percent of the inmates, had previously completed the high school grades 9, 10, 11, or 12, with the largest number of 135, or 20.2 percent having completed the 9th grade. Five inmates or .7 percent did not have any previous schooling, while one inmate had completed three years of college prior to imprisonment, as indicated in Table V.

Education at South Park Academy[5]

The population for this analysis is composed of 330 inmates who

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[3]Included in this category are armed robbery, 1st, 2nd and 3rd degree burglary, grand larceny, robbery.

[4]Included in this category are incest, sodomy, rape, assault.

[5]South Park Academy - The high school located at the Utah State Prison established specifically for the inmates which offers a high school diploma. It is under the direction of the Jordan School District, Salt Lake County, Utah.

TABLE V

PREVIOUS EDUCATION BEFORE INCARCERATION

Previous School Grade	Number of Population	Percent of Population
None	5	.7
1	1	.2
2	1	.2
3	7	1.0
4	4	.6
5	13	2.0
6	14	2.0
7	44	6.6
8	95	14.2
9	135	20.2
10	117	17.5
11	103	15.4
12	107	16.0
College		
1	8	1.2
2	12	1.8
3	1	.2
4	0	.0
Business College		
1	1	.2
Total	668	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

TABLE VI

EDUCATION AT SOUTH PARK ACADEMY

Program	Number of Inmates	Percent of Inmates
High School Completion	62	18.8
Basic Education (thru 8th)	268	81.2
Total	330	100.0

Data derived from information contained in inmate files located in e Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

have been involved in the vocational training and rehabilitation programs at the Utah State Prison.

Analysis of Data. Of the 330 inmates involved in this analysis, 62 have completed the high school program at South Park Academy,[6] and 268 have completed the basic education program through the 8th grade, as indicated in Table VI.

Vocational and Technical Education

The population for this analysis is composed of 476 inmates involved in the vocational rehabilitation programs at the Utah State Prison.

Analysis of Data. As indicated in Table VII a total of 476 inmates were involved in the vocational and technical education programs at the Utah State Prison. Drafting had the highest amount of inmates involved with 104 participating. The next highest course was electrical with 70 participants while 65 inmates were involved in welding.

The courses that had the least amount of participants were dry cleaning and milk producing, with eight inmates involved in each one.

Counseling

The analysis for this section has been taken from 1,263 counseling services given to the inmates. The number does not refer to population, rather to services received by the inmates wherein one prisoner may have received more than one type of counseling service.

Analysis of Data. Greater contact with the population was made

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[6]See footnote number 5, page 37 for a definition of this Academy.

TABLE VII

VOCATIONAL AND TECHNICAL EDUCATION

Course	Number of Participants
Drafting	104
Electrical	70
Welding	65
Boiler room	59
Cullinary	52
Laundry	46
Meat Processing	33
Maintenance	12
Landscaping	10
Machine Shop	9
Dry Cleaning	8
Milk Producing	8
Total	476

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

TABLE VIII

NUMBER OF COUNSELING SERVICES RECEIVED BY THE INMATES

Type of Service	Number of Service	Percent of Service
Sociological	458	36.3
Psychological	407	32.2
Vocational	308	24.4
Religious	90	7.1
Total	1263	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

through sociological counseling[7] than through the other forms of counseling wherein 458 or 36.3 percent of the population received this service. As shown in Table VIII, psychological[7] counseling was the next highest given, with 407, or 32.2 percent of the population receiving this service. Vocational[7] counseling was next with 308, or 24.4 percent, and religious[7] counseling was last with 7.1 percent of the population, or 90 inmates receiving this service.

Rate of Recidivism

Information obtained from the file jackets at the Utah State Prison was available for 568 inmates involved in vocational training and rehabilitation programs at the prison and represents the population for this analysis.

Analysis of Data. Nearly 80 percent of the sample, or 449 inmates, had been committed to the Utah State Prison once; and about 18 percent, or 100 inmates, had been committed twice. One inmate was serving time on his eighth committment, as Table IX indicates.

Marital Status

Marital information was available for 622 inmates which represents the population for this analysis.

Analysis of Data. The largest group, 266 or 42.8 percent of the population, consisted of inmates who had never been married. The next largest group was composed of married inmates, with 209, or 33.6 percent of the population. One hundred fifteen members of the population had been

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[7]See footnote number 3, page 27 for definition of term.

divorced while 30 inmates were separated. As indicated in Table X, two inmates had been widowed.

TABLE IX

RATE OF RECIDIVISM

Times Committed to Utah State Prison	Number of Times Committed	Percent of Times Committed
1st Committment	449	79.1
2nd Committment	100	17.6
3rd Committment	10	1.6
4th Committment	5	.9
5th Committment	2	.4
6th Committment	0	.0
7th Committment	1	.2
8th Committment	1	.2
Total	568	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

TABLE X

MARITAL STATUS OF INMATES

Marital Status	Number of Inmates	Percent of Inmates
Single	266	42.8
Married	209	33.6
Divorced	115	18.5
Separated	30	4.8
Widowed	2	.3
Total	622	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

Religion

The population for this analysis is composed of 555 inmates for whom information was available.

Analysis of Data. The majority of the population listed themselves as L.D.S., with 225, or 40.5 percent of the inmates in this category. The next largest group, 158 or 28.5 percent, listed themselves as Catholic, while 10.3 percent were recorded as Protestant. As is indicated in Table XI, 35 inmates were listed as having no religion.

TABLE XI

RELIGION OF INMATES

Religion	Number of Inmates	Percent of Inmates
L.D.S.	225	40.5
Catholic	158	28.5
Protestant	57	10.3
Baptist	40	7.2
Methodist	11	2.0
None	35	6.3
Other	29	5.2
Total	555	100.0

Data derived from information contained in inmate files located in the Records Department, Utah State Prison, Salt Lake County, Utah. Only inmates who participated in vocational rehabilitation programs at the Utah State Prison during the years 1958-1968 were included.

Section II. An Analysis of Psychotherapy as a Rehabilitative Medium

There are many kinds of group therapy[8] now being applied at the

[8] See page 3, definition of terms.

prison. These include a women's therapy group, two mixed therapy groups composed of men and women inmates, and a therapy group conducted by an inmate.[9]

Inmates in therapy made the following comments about their psychotherapy group experience: "help release emotions and are an outlet for tension; provides an opportunity to get acquainted with others, and helps me to understand myself and others better." Another inmate commented "when I was caught taking food out of the mess hall, I didn't blow my top and get thrown into isolation 'cause I'd already blown it at our group meeting."

Two therapy groups were surveyed through the use of an eighteen check-list type questionnaire.[10] The first group consisted of a prison psychologist and a group of ten inmates. For the purposes of this study, this group shall be labeled number one. This group from medium custody,[11] has been functioning approximately two months and meets once a week in a regular meeting place for approximately one hour. Five members of group one consented to fill out the instrument.

Another group from minimum custody[11] which is conducted by a consulting psychologist has been meeting regularly for about two years, although few of the present members have been in the group that long.

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[9]According to prison personnel, a qualified fellow-inmate has been allowed to conduct one group therapy session. This has proven to be one of the most successful sessions, according to inmate responses. This may be due to the fact that the inmates feel more relaxed and a more informal atmosphere is created.

[10]See Appendix A.

[11]See Page 28, footnote number 4 for definitions.

The group is normally composed of eight male inmates, seven of which completed the questionnaire. This group also meets once a week for approximately one hour, and for the purpose of this study, shall be known as group number two.

The following data were taken from the questionnaires received from the participants of the two psychotherapy groups to obtain their feelings concerning their participation in psychotherapy.

Questionnaire Comparison Item:	Positive Response	
	Group One	Group Two
1. Group Therapy helped me understand self and others	60%	57%
2. Group shares and discusses common problems and helps them reach solutions	60%	57%
3. Meetings above average	60%	--
Meetings average	--	71%
4. Group sessions help members to do better in prison and outside	80%	71%
5. Most things discussed in group therapy applied to myself and others	80%	86%
6. Members reported that during therapy they had a desire to improve	60%	71%
7. Members liked group therapy because sessions helped them release tension, see selves and problems and plan solutions	60%	71%
8a. Therapy will be better if person in charge did more talking	40%	--
8b. Therapy would be better if men would try to participate more seriously	40%	70%
9. Everyone should have a chance to enroll in therapy	20%	43%
10. Enrolled in group therapy for about two months	100%	--
Enrolled in group therapy for about seventeen months	--	100%

Questionnaire Comparison Item:	Positive Response Group One	Group Two
11. Since starting group therapy, members' attitude, behavior and work habits had greatly improved	40%	57%
12. Members felt improvement because of:		
Therapy	20%	71%
Schooling	20%	43%
Vocational Training	20%	57%
Club Activity	--	57%
Better work habits	20%	86%
Religious activity	--	43%
13. Average term in prison:		
Group one - two year six months		
Group two - eight months		
Prison term:		
Group one - third term		
Group two - second term		
Crime committed:		
2nd degree burglary	20%	
2nd degree burglary with 2nd degree murder		43%
14. Liked Group therapy	60%	80%
Didn't like Group therapy	40%	14%
15. Members had taken:		
a. therapy before	60%	14%
b. therapy more than once before	40%	14%
c. continued therapy because they felt they needed more	40%	57%
16. Members felt group therapy helped understand selves, gain self-confidence, leave good impression	20%	57%
Members felt group therapy made them aware of communicating problems with others	60%	71%
17. a. Members felt more confidence in sharing problems with others	40%	43%
b. Members felt some confidence in sharing problems with others	80%	57%
c. Members felt more confidence since therapy	40%[12]	14%

[12] According to question 17, 40 percent of group one did not like group therapy; also, in question 18, 80 percent of group one and 43 percent of group two listed that they felt group therapy needs improvement. This would indicate a need for a change in therapy to gain the approval of the participants.

Questionnaire Comparison Item:	Positive Response Group One	Positive Response Group Two
18. Members like group therapy the way it is	—	43%
Group therapy needs improvement	80% 12	43% 12

Additional comments listed by the inmates concerning therapy included more active involvement of the psychologist with more interest in the group members and more involvement and more time given to consideration of the individual. Members of Group 2 felt the men were goofing off in therapy and trying to impress the psychologist with phony complaints.

Review of Interview of Prison Personnel

At the time of this study (summer, 1968) a program was being initiated at the Utah State Prison as an attempt to make the Utah felon a more responsible individual rather than just a punished one. The Utah Technical College at Provo and the Office of Rehabilitation Services (ORS) have a project currently in force that has emphasized the need for changing behavior patterns to prepare the inmate for vocational training and employment.

A Federal Manpower program was begun in the fall of 1968; its major objectives were to provide broader opportunities in education, especially vocational and technical training. As an aid to the Manpower program, there are a range of services available to selected inmates including medical diagnosis, physical restoration, counseling and guidance, psychosocial and vocation evaluation, work adjustment services, remedial education, training in a skill, selective job

training, assignments within prison industries, assignment follow-up, individual and group counseling and therapy.

As a further aid to the Manpower program, the prison psychologists have been using a battery of tests to determine adequate recommendations and rehabilitative programs for inmates assigned to the manpower program. Included among these are the Bi-Polar Investory, a test constructed at the prison which resembles the California Personality Inventory, the Rorschach and Sacks sentence completion test, the Bender Gestalt, the Shiply I.Q. Scale, and the Thematic Apperception test.[13]

Non-directive Counseling

The most common approach appeared to be a form of non-directive counseling where the inmates are allowed to respond as they desire and the therapist enters into the discussion only to guide, direct or prevent problems from occurring. These, however, are not purely non-directive in nature as the therapist asks questions, answers very few of them, and lets the group take charge. Use is made of directive method in situations which demand its use. Sometimes the therapist dominates the session, but always allows the inmates to ask and answer questions.

Participants for the group psychotherapy program are selected on the basis of tests and information obtained from inmate files. Also the apparent need and probable value of such therapy to the individual are considered.

According to therapists at the prison, some of the present needs include a marriage counselor, additional case workers and correctional counselors and an employment placement counselor.

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[13] See page 26, footnote number 2 for a definition of these tests.

The average preparation for prison personnel working in psychotherapy ranges from a B.A. in sociology to a doctorate degree in psychology. Inservice orientation and training programs are required of prison personnel for yearly pay raises.

In the summer of 1968, the prison had two psychologists, two consultant psychologists, one consultant psychiatrist, six case workers, two supervising case workers, six correctional counselors, two recreational officers, three chaplains, a vocational counselor, a vocational director, an activities counselor, an arts and crafts officer, a school principal and educational and vocational instructors involved in the rehabilitation program. This program encompasses counseling, education, vocational training, testing and evaluation, therapy, special activities, arts and crafts, and classification. These rehabilitation programs serve as adjuncts or aids to the general therapeutic process.

Observational Write-up of a Group Psychotherapy Session

At the outset of the session, the therapist commented briefly with each man as they entered and when the group was seated in circle fashion, he began. The therapist in this situation applied a modified nondirective approach in that he guided the men into conversation and reflected the portion of their responses and rewards he deemed fruitful.

The therapist used direct and often very frank questions in stimulating the inmates into discussion. However, he also allowed the men to respond as they wished, thus creating a relaxed atmosphere wherein the inmates spoke what was on their mind and shared their desires and needs with other members of the group. A superficial flavor

of group activity was noted by the observer, therapist, and even an inmate later remarked the same.

Although the interaction observed and recorded could have been hampered by the presence of an observer, interaction among the men did occur, even though it was primarily dominated by one inmate. Earlier, the therapist had felt an observer would not add or detract from his session; such was not the case following the meeting.

One individual, who has been given the name "Joe" for this study, perhaps benefited the most by "acting out" a portion of his dilemma. Artificial or not, he revealed a part of himself and others contributed and benefited in this interchange of ideas.

Joe, a talkative, repentant group member, appeared to waiver when analyzing his past self and actions. He would talk almost with pride about his repeated arrests and prison sentences. He was especially proud of his high-speed race from the police and subsequent crash, injury, and capture which was shown on T.V. This experience seemed especially stimulating because his girl friend, Shirley, was able to view the climax on T.V.

Then Joe brought out the side of him which was apparently striving for respectability. Joe described how well he behaved around Shirley; Shirley was a good influence. Although he and Shirley were not married and yet had been living together, all was well because Shirley had been teaching a class in church.

Joe seemed to react as he felt the therapist, the parole board, the observer, or others desired; the group members sensed this and let him "blow his horn." However, the vacillation was evident; he wanted

to try to improve or felt others thought he should, and yet he faced his past performance with a certain amount of pride in his accomplishments.

An apparent state of confusion was observed in which the inmate seemed to have real doubts concerning his desire or ability to enact a meaningful change of roles.

This observation was included, not as an example of optimal group therapy interaction, but as a sample of this particular therapists' non-directive approach.

Section III. An Analysis of Selected Sociological Factors as a Rehabilitative Medium

The information contained in section three has been taken from questionnaires received from active and former inmates and from professional and administrative personnel connected with the prison.

Concerning the following data, the reader must again call to mind that this is phase two of a thre-phase research project designed to evaluate the rehabilitation program at the Utah State Prison. The questions used in this section were selected from instruments[14] designed for the total project. The selection of the questions was based upon their value to the sociological phase of the inmate's rehabilitation.

No attempt was made to conduct an interview; rather the questionnaires were left with the inmate or rehabilitation officer to complete as they saw fit. To increase the population, attempts were made to

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[14] See Appendix A.

personally deliver the questionnaire and pick it up from the individuals who were close enough to make this feasible.

Of the 230 inmates who responded to the questionnaire, 119 were active inmates in the prison at the time of the study. Of the remaining 111 questionnaires received, 57 were obtained by personal contact and 54 were received in the mail.

Questionnaires were given to personnel at the prison who were connected with the rehabilitation program. A total of 52 responses were received from them. Related professional and administrative personnel were also given a questionnaire to execute. These included members from agencies such as County Welfare, State Board of Education, Probation and Parole, and the Office of Rehabilitation. Thirty-seven questionnaires were received from the related personnel, as indicated in Table XII. The population for each analysis has been different, according to information available.

TABLE XII

QUESTIONNAIRE RETURNS

Questionnaire	Mail Return	Personal Contact Return	Total Return	Percent of Total
Incarcerated Inmates	00	119	119	37.3
Former Inmates	54	57	111	34.8
Prison Personnel	--	52	52	16.3
Other Related Personnel	37	00	37	11.6
Total	91	228	319	100.0

Data derived from questionnaires received from 119 Incarcerated inmates, 111 Former inmates, 52 Prison personnel, and 37 Other related personnel.

The following results were obtained from the questionnaires received from the active and former inmates at the Utah State Prison involved in vocational rehabilitation programs between 1958-1968.

Responses of Incarcerated Inmates

Question 1. List any other rehabilitation programs which have been helpful to you.

The population for this analysis is composed of 35 incarcerated inmates involved in vocational training and rehabilitation programs at the prison who responded to this question.

Analysis of Data. Thirteen rehabilitation programs were listed by incarcerated inmates as being helpful to them. Of the 35 respondents, 7 listed the Dale Carnegie course and group therapy as helpful programs, while five listed special activities as being helpful also, as indicated on Table XIII.

Responses of Former Inmates

Question 1. Since leaving South Park Academy, what percent of your time have you been unemployed?

The population for this study consists of 98 former inmates who have been involved in the vocational rehabilitation programs at the Utah State Prison who responded to the question.

Analaysis of Data. As shown in Table XIV, 15 inmates, or 15.3 of the population had been unemployed continuously while 31, or 31.6 percent had not been unemployed at all. Twenty-eight inmates, or 28.6 percent of the population had been unemployed less than 25 percent of the time.

TABLE XIII

REHABILITATION PROGRAMS INCARCERATED INMATES FOUND HELPFUL

Program	Number of Inmates Who Indicated They Were Helped by Individual Programs
Group Therapy	7
Dale Carnegie	7
Special Activity	5
Counseling	4
DARE Club	2
Gavel Club	2
V.T. Course	2
On-the-job Training	1
Alcoholics Anonymous	1
L.D.S.	1
Attendance at dorm meeting	1
Work assignments	1
Extension Courses	1
Total	35

Data derived from 35 questionnaires received from incarcerated inmates who were involved in vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

TABLE XIV

INMATE UNEMPLOYMENT AFTER INCARCERATION

Unemployed	Number of Population	Percent of Population
None	31	31.6
Less than 25 %	28	28.6
Less than 50 %	16	16.3
Less than 75 %	8	8.2
Continuously	15	15.3
Total	98	100.0

Data derived from 98 questionnaires received from former inmates who were involved in vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

Question 2. If you have been unemployed since your release or parole, what percentage of time have you: Been on welfare, Been on rehabilitation, Received assistance from family, Received other support?

The population for this study is composed of 48 former inmates who have been involved in the vocational rehabilitation program at the Utah State Prison.

Analysis of Data. Although 23 out of 48, or about 48 percent of the population had been on welfare,[15] 15 of these had been on welfare for less than 50 percent of the time. As shown in Table XV, 3 inmates had been on rehabilitation less than 50 percent of the time while 4 inmates had been on rehabilitation more than 50 percent of the time. Eight inmates, or 16.7 percent of the population had received assistance from family while unemployed. Three inmates listed other support for less than 50 percent of the time while 2 inmates listed other support for more than 50 percent of the time they were unemployed.

TABLE XV

ASSISTANCE RECEIVED BY FORMER INMATES WHEN UNEMPLOYED

Type of Assistance	Percent of Time		Percent of Total Population	
	0-50%	51-100%	Total	Percent
Been on welfare	15	8	23	47.9
Been on Rehabilitation	3	4	7	14.6
Received assistance from family	8	0	8	16.7
Myself	3	2	5	10.4
Had other support	3	2	5	10.4
Total	32	16	48	100.0

Data derived from 48 questionnaires received from former inmates who were involved in vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

[15] Since the inmates' release.

Question 3. Which of the persons listed below had an influence on your enrollment in the Vocational Training program at South Park Academy? Family, Friends, Instructors, Counselors, Case Workers, Chaplain, Others?

The population for this study is composed of 143[16] former inmates who have been involved in the vocational rehabilitation program at the Utah State Prison.

Analysis of Data. Family and/or friends influenced[16] 39, or 27 percent of the 143 respondents to enroll in the Vocational Training program at the Utah State Prison. However, 27 percent were not influenced by anyone except themselves. Case workers had an influence on 21 percent or 30 inmates to enroll in Vocational Training. As shown in Table XVI, one inmate was influenced by the Warden to enroll in the training.

TABLE XVI

PERSON RESPONSIBLE FOR INMATE VOCATIONAL PARTICIPATION

Person	Number of Population	Percent of Population
Myself	39	27.0
Case Worker	30	21.0
Friends	23	16.0
Family	16	11.0
Instructor	13	9.8
Counselor	11	7.6
Chaplain	10	7.0
Warden	1	.6
Total	143	100.0 %

Data derived from 143 questionnaires received from former inmates who were involved in vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

[16]The number does not refer to inmate population, rather to responses by the inmates, wherein one prisoner may have listed more than one individual as having influenced him to enroll in the vocational training and rehabilitation programs at the prison.

Question 4. Please indicate which rehabilitation program you participated in, and rate each as an aid or help to you.

This analysis will be taken from 815 ratings made by the participants. The number does not refer to population, rather to the ratings given wherein one prisoner may have rated more than one program. There were 27 different programs reported by the inmates.

The responses of the inmates and the rankings provided for the programs are shown in Table XVII. In addition to frequency and level of relative importance, as indicated in Table XVII, a weighted score was derived and assigned to programs ranked excellent, good, fair and poor by the inmates. Each program being ranked excellent by the inmates was given a weighted score of 4 points, those rated good being assigned 3 points, those ratedfair being assigned 2 points, those rated poor being assigned 1 point. The total number of points assigned to each program was added, the total then being entered into the table as the weighted score. The comparative rank assignments were made on the basis of rank number 1 being the program with the highest weighted score, rank number 2 being the program with the second highest weighted score . . . rank number 27 being the program with the lowest weighted score.

Analysis of Data. Twenty-seven different rehabilitation programs were reported by those interviewed. Some programs were mentioned more frequently than others. However, it should be noted that each program listed was an important consideration to at least one inmate.

"Vocational training" received the highest weighted score with 187 points, and was assigned rank number 1. "Educational training"

received the next highest rank, with 174 points, while "Group Therapy" was placed 3rd in comparative rank with 154 points.

TABLE XVII

COMPARATIVE RANK OF REHABILITATION PROGRAMS

Program	Ratings				Weighted Score	Comparative Rank
	Excellent	Good	Fair	Poor		
Vocational	18	27	13	8	187	1
Educational	12	31	14	5	174	2
Group Therapy	18	17	10	11	154	3
L. D. S.	14	16	4	7	119	4
Classification	14	10	6	11	109	5
Arts & Crafts	13	12	10	1	109	5
Social Activity	9	12	11	6	101	7
Dale Carnegie	19	5	0	3	94	8
Rodeo	9	16	3	3	93	9
Liahona Club	15	8	2	1	89	10
Alcoholic Anonymous	10	11	7	2	89	10
Public Speaking	13	10	2	1	87	12
Felon Follies	13	10	1	3	87	12
Ambassador Club	11	10	2	4	82	14
Work Release	14	6	2	0	78	15
Toastmasters Club	13	6	2	2	76	16
Psychological Counseling	7	11	5	5	76	16
Catholic	10	2	2	1	69	18
Individual Therapy	6	9	7	1	66	19
Marriage Counseling	5	3	0	11	40	20
Orchestra-Band	6	0	2	5	33	21
Chorus	3	3	0	5	26	22
Protestant	0	6	2	1	23	23
Week-end Furlough	4	1	1	0	21	24
D.A.R.E. Club	4	0	0	2	18	25
Sports	0	2	0	0	6	26
Gavel Club	0	1	0	0	3	27

Data derived from questionnaires received from former inmates who were involved in vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

The "Dale Carnegie" program received the most excellent responses by those interviewed, with 19 mentions. Independent of the weighted scores assigned to programs and based upon excellent responses only, this program could be interpreted as the most popular of the 27 programs reported.

According to Table XVIII, when the programs were grouped into three programs, consisting of educational and work experience programs, psychological programs, and sociological programs, the educational and work experience received the highest weighted score with an average of 128. Psychological programs received the next highest rank with an average of 84. Sociological programs received an average weighted score of 63.

Question 5. If you dropped out of any course or program at South Park Academy, please check those you left and state the reason for leaving.

Thirty-six responses were received from former inmates which will make up the population for this analysis.

Analysis of Data. According to information on Table XIX, Page 61, 12 inmates left rehabilitation programs at the prison because of reassignment, while six were released. Poor teaching was listed by three inmates with one inmate listing guard trouble as reasons for withdrawal.

Responses of Prison Rehabilitative Personnel

The data included in this part of the thesis has been taken from questionnaires[17] executed by prison personnel[18] who have rehabilitative

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[17] See Appendix A.

[18] County Welfare Department, State Board of Education, Probation and Parole, and the Office of Rehabilitation.

TABLE XVIII

COMPARATIVE RANK OF REHABILITATION PROGRAMS ACCORDING TO EDUCATIONAL AND WORK EXPERIENCE, PSYCHOLOGICAL PROGRAMS, AND SOCIOLOGICAL PROGRAMS

Program	Weighted Score	Average
Education & Work experience:		
Vocational	187	
Educational	174	
Arts & Crafts	109	128
Dale Carnegie	94	
Work Release	78	
	642	
Psychological:		
Group Therapy	154	
Psychological Counseling	76	
Individual Therapy	66	84
Marriage Counseling	40	
	336	
Sociological:		
L.D.S.	119	
Classification	109	
Social Activity	101	
Rodeo	93	
Liahona Club	89	
Alcoholics Anonymous	89	
Public Speaking	87	63
Felon Follies	87	
Ambassador Club	82	
Toastmaster	76	
Catholic	69	
Orchestra-Band	33	
Chorus	26	
Protestant	23	
Week-end Furlough	21	
D.A.R.E.	18	
Sports	6	
Gavel Club	3	
	1131	

Date derived from questionnaires received from former inmates who were involved in Vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

TABLE XIX

REASON FOR LEAVING REHABILITATION PROGRAM

Program	Reason for Leaving	Number Involved
Vocational:		
Cooking	Reassignment	5
Drafting	Bad equipment	1
Welding	Released	1
Electricity	Lost incentive, confusion, meaningless	4
Food service	Guard trouble	1
Meat curring	Injury	1
Education:		
Science	Released	1
Math	Released	1
English	Teacher Trouble	2
Spanish	Poor teacher	1
High School Course:		
Language arts	Reassignment	3
Algebra & physics	Released	2
Dale Carnegie	No progress, Transfer	2
Clubs:		
A.A.	Reassignment	3
Rodeo	Lockup	1
Ambassador	Schedule conflict	1
Therapy Programs:	Reassignment	1
	Punishment counseling	1
Social Activities:		
Sports	Released	2
Follies	Reassignment	1
L.D.S. program	Rebellion	1
Total		36

Data derived from 36 questionnaires received from former inmates who were involved in vocational training and rehabilitation programs at the Utah State Prison during the years 1958-1968.

responsibilities with the inmates. The population for each analysis has been different, according to information available.

Question 1. What types or kinds of service is your office designed to render to inmates?

This analysis has been taken from 579 services performed for inmates at the Utah State Prison. The number does not refer to population, rather to services rendered wherein one employee may have received more than one service.

TABLE XX

SERVICES OFFERED TO INMATES BY PRISON PERSONNEL

Rehabilitation Service	Individual Service Received	Comparative Rank
Counseling	136	1
Vocational	123	2
Educational	78	3
Orientation & Personal Hygiene	50	4
Therapy	41	5
Supervision	39	6
Recreation	36	7
Medical	22	8
Arts and Crafts	20	9
Employment	12	10
Classification	11	11
Mail	10	12
Financial	1	13
Total	579	

Data derived from 52 questionnaires received from prison personnel who were involved with rehabilitation programs at the Utah State Prison.

Analysis of Data. Thirteen different types of services were listed as being received by inmates from prison personnel. The most common service offered was counseling,[19] with 136 listed, followed by

[19] See page 27, footnote three for definition.

123 vocational services, 78 educational services, 50 orientation and personal hygiene services and 41 therapy services. Financial assistance was listed by one respondent as being given to the inmates, as indicated in Table XX.

Question 2. How many hours of service per year do you give the average inmate?

The population for this analysis consists of 37 personnel connected with prison rehabilitation.

Analysis of Data. Nine of the 37 respondents gave 10 hours, 4 gave 40 hours, two gave 100 hours with 16 reporting more than 100 hours of service, as shown in Table XXI.

TABLE XXI

HOURS OF SERVICE GIVEN BY PRISON PERSONNEL TO INMATES

Hours per Year Given	Number of Respondents	Percent of Respondents
10	9	24.3
20	3	8.1
40	4	10.8
60	3	8.1
100	2	5.4
More than 100	16	43.0
Total	37	100.0

Data derived from 52 questionnaires received from prison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 3. On a per man per hour basis, how much time do you feel your office should spend with each inmate to have a positive effect on his rehabilitation needs?

The population for this analysis consists of 32 personnel connected with prison rehabilitation.

Analysis of Data. Twenty-five percent of the population felt their office should spend 10 hours per inmate while 15.6 percent felt 40 hours per man was necessary. The high was 43.8 percent listing more than 60 hours per man to have a positive effect on their rehabilitation, as indicated in Table XXII.

TABLE XXII

TIME DESIRED BY PRISON PERSONNEL WITH INMATES

Hours Desired	Number of Population	Percent of Population
10	8	25.0
20	1	3.1
40	5	15.6
60	4	12.5
More than 60	14	43.8
Total	32	100.0

Data derived from 52 questionnaires received from prison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 4. In addition to test results, what cumulative records should be kept on inmates with whom you work?

The population for this analysis consisted of 41 prison personnel connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. The 41 prison personnel respondents listed work records, employment, and behavior records as the most important cumulative records to be kept. Other records of importance included school records, habits, counseling and therapy reports. Other records can be noted on Table XXIII.

Question 5. To what extent do you use tests and test results in your work with inmates?

The population for this analysis consisted of 35 prison personnel

TABLE XXIII

ADDITIONAL RECORDS DESIRED BY PRISON PERSONNEL

Records Desired	Number of Responses	Comparative Rank
Cumulative records:		
Work records-employment	11	1
Behavior Record	6	2
Attitude Performance & goals	4	3
Attendance & Shop Design	3	4
School	3	4
Habits & honesty	3	4
Family & Marital Status	2	7
Activity & Programming	2	7
Counseling & Therapy	2	7
Hours of Training	1	10
Medical Needs	1	10
Evaluations	1	10
Learning Capacity	1	10
Psychological Needs	1	10
Total	41	

Data derived from 52 questionnaires received from prison personnel who were involved with rehabilitation programs at the Utah State Prison.

connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. The majority of the population, 22 respondents or 62.8 percent, used tests moderately while eight respondents, or 22.9 percent, used test results extensively. As Table XXIV indicates, only five or 14.3 percent of the population used test results very extensively.

Question 6. Please indicate the approximate proportions of time you spend with inmates in each of these areas: Social, education, personal, moral religious, psychological, vocational, marital.

The analysis for this section was taken from the amount of time spent by prison personnel in connection with the different areas listed in question six.

Analysis of Data. The most amount of time spent by prison personnel was in the personal field, while education, social, moral and psychological areas came next. As shown in Table XXV, the fields of religion and marital counseling were given the least amount of time.

TABLE XXIV

PRISON PERSONNEL TEST USE

Response	Number of Responses	Percent of Responses
Moderately	22	62.8
Extensively	8	22.9
Very extensively	5	14.3
Total	35	100.0

Data derived from 52 questionnaires received from prison personnel who were involved with rehabilitation programs at the Utah State Prison.

TABLE XXV

PRISON PERSONNEL TIME WITH INMATES

Area:	Time Spent 0-25%	26-50%	51-75%	75-100%	Total	Comparative Rank
Personal	23	0	0	1	24	1
Education	15	0	1	4	20	2
Social	12	1	1	0	14	3
Moral	12	1	0	0	13	4
Psychological	9	2	1	0	12	5
Vocational	5	1	2	2	10	6
Religious	7	0	0	0	7	7
Marital	5	1	0	0	6	8

Data derived from 52 questionnaires received from prison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 7. Describe the sequence of events in the normal treatment program of an inmate:

The population for this analysis was composed of 52 prison personnel respondents who were connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. In describing information related to this question, it was felt that a general summary was preferred to describe the results rather than using a table.

According to prison personnel, the sequence of events in the normal treatment program of an inmate was generally as follows:

1. Orientation (interview, study and analysis)
2. Classification
3. Skill check
4. Education check
5. Prison records check
6. Medical attention
7. Assignment
8. Final classification as to maximum, medium or minimum security
9. Review and reevaluation

Question 9 - Prison Personnel. Please give your idea of a good program of rehabilitation and training for inmates.

The population for this analysis was composed of 52 prison personnel respondents who were connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. In describing information related to this question, it was felt that a general summary was preferred to describe the results rather than using a table. According to prison personnel, the following paragraph is a general summary concerning the respondents' feelings:

The rehabilitation and training offered inmates should be a stimulating personal experience which produces an attitude change. The individual needs to be considered educationally, medically, vocationally, psychologically and sociologically as well as in terms of his interests, habits and work capacity.

Therapy, guidance and counseling should be expanded with emphasis on a variety of stimulating areas. Vocational training should be considered with regard to the individual's personal desires as well as a need for the vocation in the community.

Inmates need a reward system and a variety of social experiences which preferably occur, in part at least, in society with family members and work associates.

Responses of Nonprison Rehabilitative Personnel

The information for this data was obtained from the same questionnaires[20] as administered to the prison personnel.

The population for each analysis has been different, according to information available.

Question 1. What types or kinds of services is your office designed to render to inmates?

The analysis for this section was taken from 71 services performed for prisoners at the Utah State Prison by nonprison personnel. The number does not refer to population, rather to services rendered wherein one employee may have received more than one service.

Analysis of Data. Ten different types of services were listed as being received by inmates from nonprison rehabilitation agencies as

[20] See Appendix A.

aids to the prison program. The most common service offered was counseling, with 14 listed, followed by 10 employment services, 9 educational services, and vocational, medical, and therapy with 8 each, as indicated in Table XXVI.

TABLE XXVI

SERVICES OFFERED TO INMATES BY NONPRISON PERSONNEL

Service:	Individual Service Received	Comparative Rank
Counseling	14	1
Employment	10	2
Education	9	3
Vocational	8	4
Medical	8	4
Therapy	8	4
Prosthetic Application	7	7
Financial	3	8
Parole	3	8
Supervision	1	10

Data derived from 37 questionnaires received from nonprison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 2. How many hours of service per year do you give the average inmate?

The population for this analysis consisted of 17 nonprison personnel connected with prison rehabilitation programs.

Analysis of Data. Of the 17 respondents involved, four gave 10 hours, five gave 20 hours, and two gave 40 hours. As shown in Table XXVII, four respondents gave more than 100 hours of service per year.

TABLE XXVII

HOURS OF SERVICE GIVEN TO INMATES BY NONPRISON PERSONNEL

Hours per Year Given	Number of Respondents	Percent of Respondents
10	4	23.5
20	5	29.4
40	2	11.8
60	1	5.9
100	1	5.9
More than 100	4	23.5
Total	17	100.0

Data derived from 37 questionnaires received from nonprison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 3. On a man hour basis, how much time do you feel your office should spend with each inmate to have a positive effect on his rehabilitation needs?

The population for this analysis consisted of 32 service agency personnel connected with prison rehabilitation.

Analysis of Data. Thirty-five percent of the population felt their office should spend 10 hours per inmate while 21.4 percent of the population felt 40 hours per man was necessary. As indicated in Table XXVIII, 21.4 percent, or three respondents felt more than 60 hours per man was necessary to have a positive effect on their rehabilitation needs.

Question 4. In addition to test results, what cumulative records should be kept on inmates with whom you work?

The population for this analysis consisted of 42 nonprison personnel connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. The 42 respondents listed social and psychological records as the most important records to be kept. Other records

TABLE XXVIII

TIME DESIRED BY NONPRISON PERSONNEL WITH INMATES

Hours	Number of Population	Percent of Population
10	5	35.7
20	1	7.1
40	3	21.4
60	2	14.4
More than 60	3	21.4

Data derived from 37 questionnaires received from nonprison personnel who were involved with rehabilitation programs at the Utah State Prison.

TABLE XXIX

ADDITIONAL RECORDS DESIRED BY NONPRISON PERSONNEL

Records Desired	Number of Population	Comparative Rank
Social	8	1
Psychological Needs	8	1
Work records-employment	3	2
Attitude performance & goals	3	2
Habits and honesty	3	2
Cumulative records	3	2
Termination report	3	2
Disciplinary report	1	3
Behavior record	1	3
Hours of training	1	3
Family & marital status	1	3
School	1	3
Counseling & therapy	1	3
Medical needs	1	3
Socio-behavioral behavior	1	3
On-going records of significant events	1	3
Police	1	3
Prison & parole	1	3

Data derived from 37 questionnaires received from nonprison personnel who were involved with rehabilitation programs at the Utah State Prison.

they felt to be of importance included work and employment records, attitude and habits and termination reports. Other records can be noted on Table XXIX.

Question 5. To what extent do you use tests and test results in your work with inmates?

The population for this analysis consisted of 20 nonprison personnel connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. The majority of the population, 11, or 55 percent, of the respondents used tests extensively while six respondents used tests very extensively and three respondents used tests moderately, as indicated in Table XXX.

TABLE XXX

NONPRISON PERSONNEL TEST USE

Reply	Number of Population	Percent of Population
Moderately	3	15%
Extensively	11	55%
Very extensively	6	30%

Data derived from 37 questionnaires received from nonprison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 6. Please indicate the approximate proportions of time you spend with inmates in each of these areas: Social, education, personal, moral, religious, psychological, vocational, marital.

The analysis for this section was taken from the amount of time spent by prison personnel in connection with the different areas listed in the question.

Analysis of Data. The most amount of time spent by nonprison personnel with inmates was in the educational and psychological fields, while personal, social, vocational and other areas came next. As shown in Table XXXI, the fields of religious and moral counseling were given the least amount of time.

TABLE XXXI

NONPRISON PERSONNEL TIME SPENT WITH INMATES

Area:	Time Spent 0-25%	26-50%	51-75%	75-100%	Total	Comparative Rank
Education	11	3	0	0	14	1
Psychological	14	0	0	0	14	1
Personal	11	2	0	0	13	3
Social	10	2	0	0	12	4
Vocational	2	5	5	0	12	4
Marital	10	0	0	0	10	6
Moral	4	0	0	0	4	7
Religious	4	0	0	0	4	7

Data derived from 37 questionnaires received from nonprison personnel who were involved with rehabilitation programs at the Utah State Prison.

Question 7. Describe the sequence of events in the normal treatment program of an inmate:

The population for this analysis was composed of 37 nonprison personnel respondents who were connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. In describing information related to this question, it was felt that a general summary was preferred to describe the results rather than using a table.

According to nonprison personnel, the sequence of events in the normal treatment program of an inmate was generally as follows:

1. Intake, testing, evaluation, counseling placement and follow-up
2. Medical and social psychological evaluation and treatment
3. Interview checking and schooling placement
4. Job placement
5. Goal setting and striving
6. Re-evaluation, therapy and follow-up

Question 8. Describe your system of follow-up for persons paroled or released.

The population for this analysis consisted of 37 respondents who were connected with the rehabilitation program at the Utah State Prison.

Analysis of Data. In describing information related to this question, it was felt that a general summary was preferred to describe the results rather than using a table.

According to nonprison personnel, the sequence of events in the normal follow-up program of an inmate was generally as follows:

Use of parole officers and service with the family were mentioned as a system of follow through. Other systems are contact agencies, employers, relatives and systematic reporting. A third system listed was quarterly reports, home visits, office calls, emergency visits, and personal contact with the parole officer, employer or institution.

Question 9. Please give your idea of a good program of rehabilitation and training for inmates.

The population for this analysis consisted of 37 respondents.

Analysis of Data. In describing information related to this question, it was felt that a general summary was preferred to describe the results rather than using a table.

According to nonprison personnel, the following paragraph is a general summary of the feelings of the respondents concerning a good program of rehabilitation.

Therapeutic and diagnostic centers both in and out of prison are necessary to satisfactorily follow the inmate through a successful re-adjustment to life. Men should be trained in an area in which employment is most plentiful. The following programs were suggested:

1. Half-way houses,
2. Employment programs,
3. Training exchange with other states,
4. Individualized therapy,
5. Therapeutic communities,
6. Increased pay,
7. One counselor for 50 men,
8. Human and civil rights,
9. Enforcement of prison regulations or get rid of them,
10. Crush "convict code," abolish inmate stores,
11. Abolish drugs 100 percent,
12. Involve inmate in all programs.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Problem Statement

This study represents one phase of a three-phase project[1] to evaluate and describe the rehabilitation programs existent at the Utah State Prison. The second phase, which this study represents, was designed specifically to survey and analyze selected rehabilitative programs applying to the inmates.[2] The basic purpose of the study was to assess the sociological and psychological factors affecting the inmates and to determine their apparent value on the inmate's successful adjustment. The researcher attempted to analyze the rehabilitative programs in terms of the prison community.

Population Studied

The population consisted of 668 Utah State Prison inmates who participated in vocational training between the years 1958 through 1968 for whom information was available.

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[1] See page 6, paragraph 1 for definition.

[2] It is hoped that the results of this project may be used to improve and up-date the rehabilitation programs existent at the Utah State Prison.

The Procedure

Because the research undertaken was concerned with selected groups of inmates, the survey[3] method of inquiry was employed as the design for the research. All participants in the vocational program at the Utah State Prison from 1958 to 1968 for whom addresses were available were either personally contacted or mailed a questionnaire.

Special interviews were obtained from prison personnel, and direct observation was made of selected programs affecting the inmates. Additional information concerning the population was obtained from inmate files at the prison.

Summary of Findings

The study was designed to test one principal hypothesis, namely, that the sociological and psychological rehabilitative programs affecting the inmates at the Utah State Prison have a favorable effect on prisoner adjustment after their release.

The data substantiate the following summary statements:

The selected sociological and psychological rehabilitative programs at the Utah State Prison are affecting the inmates positively to assist them in preparing for successful adjustment when they are released. However, the positive effect seems to be minimal rather than optimum as desired.

A growing and expanding rehabilitative system awaited the inmate at the Utah State Prison at the time of the study. Nevertheless much remains to be done. The major weaknesses of the program at the Utah State Prison were, as seen by the tables listed in this study, that the majority of the inmates are not involved in all programs. To meet the needs of all incarcerated inmates, the vocational and rehabilitative programs at the Utah State Prison must be up-graded and expanded,

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[3]See page 7, footnote number 13 for definition.

especially where sociological and psychological programs are concerned. Additional funds are necessary for additional trained personnel, equipment and supplies. The process of selecting vocational and rehabilitative participants should be increased so as to allow all inmates the opportunity of an enjoyable as well as profitable rehabilitation experience.

The prison population enrolled in vocational training was a young population with about 72 percent less than 30 at the age of their first major offense; about 60 percent of the inmates were less than 30 at the time of the study.

Seventy-eight percent of the inmates were white and nearly 60 percent were in prison for a robbery-burglary charge with only about 14 percent not having received an education higher than the 7th grade prior to commitment. The largest group of vocational participants had never been married and listed their religion as Latter-day Saint.

Most of the participants of the group therapy programs reported the therapy sessions were helpful as they allowed the individual to discuss his problems openly, and thereby reach appropriate solutions. Specifically, they were allowed to "let off steam," and were thus better able to control their behavior in everyday situations. However, as shown on page 47, question 18, the majority of participants felt group therapy needed to be improved.

A Federal Manpower program was begun at the Utah State Prison to provide broader educational opportunities to the inmates. Selected inmates were receiving a variety of services such as medical, diagnosis, counseling and job-training as well as remedial education; these have proven to be an aid to the Manpower program. However, the program must be expanded to meet the needs of all the inmates.

Of the former inmates who responded to the questionnaire, only 32 percent had been able to be continuously employed since their release. About 48 percent of the population had been on welfare since their release while 15 percent had been continuously unemployed since their release. This would indicate that the vocational and rehabilitation programs at the Utah State Prison were not as effective as they should be.

Family and/or friends influenced one fourth of the inmates who were in a vocational program to enroll in the activity. The most popular rehabilitative programs, according to the inmates, were vocational, educational, group therapy and Latter-day Saint programs.

Twenty-five percent of the prison personnel respondents stated they desired to spend ten hours with each inmate per year, while 44 percent indicated they would like to spend 60 hours per inmate. These figures were comparable to the actual time spent with each individual.

The normal treatment of an inmate, according to prison personnel, involves orientation, classification, education, record checks, re-evaluation and assignments to appropriate rehabilitative activities. Both prison personnel and nonprison personnel felt the inmates needed to be trained for an occupation which was in demand in society and that attitude changes were necessary for successful re-adjustment to society.

Conclusions

Data are not sufficient to generalize broadly on the findings of this study. However, some tentative conclusions are listed.

Those prisoners who are and have participated in one or more of the rehabilitative programs at the Utah State Prison have had the benefit of positive rehabilitative programs favorably affecting their successful adjustment to society upon their release. According to results received from respondents, however, additional and expanded programs are necessary to help the individual to more successfully adjust to society upon his release.

Also, a greater amount of the prison population must be involved in the vocational and rehabilitation programs at the Utah State Prison.

In the opinion of this researcher, even though improvements have been made, there is still a need for additional change and continued research in the field of prison rehabilitation. At the Utah State Prison, specifically, improvement is needed in the sociological and psychological programs to effect a more lasting and positive change in the inmate.

Recommendations

Further research is needed to lend insights into the field of prison management and rehabilitation. A larger number of programs

concerning prisoner rehabilitation should be studied to give a better view of the over-all problems which are common to these programs.

Consideration should be given to the establishment of a therapeutic center[4] with broadened services at the Utah State Prison. Some of the services which should be included are medical, psychological, recreational, education and vocational.

Many former inmates must support a family and are not able to afford the costs of vocational programs. They should be made available to such individuals.

The rehabilitation programs should be made available at the beginning of the incarceration period and continue the length of time necessary to allow the inmate to enact a meaningful change in his attitude as well as to prepare him to obtain full-time employment in the area in which he was trained.

Available information concerning the inmates should be more consistent. At the time of this study, many of the inmate records were found to be incomplete.

It appears that sociological and psychological programs at the Utah State Prison can be upgraded to receive the same type of evaluation as vocational and educational programs received.

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[4] A community which resembles as closely as possible that society found outside the prison environment; it should also allow the inmate's family to participate in this daily living experience, as far as possible.

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APPENDIX A QUESTIONNAIRES

GROUP THERAPY QUESTIONNAIRE ADMINISTERED TO TWO PSYCHOTHERAPY GROUPS AT THE UTAH STATE PRISON, 1967

As a group therapy participant, it is requested that you complete this questionnaire as a means of helping others to get a better program of rehabilitation. You need not sign your name on it, so what you say can only be used to help others to receive a more complete rehabilitation. On most of the questions you need only to check one answer; a few are fill in and one or two ask for completion. Will you please cooperate by filling in the blanks and returning the questionnaire to the therapist.

Thank you.

1. (check one) Group therapy sessions have: a. helped me to understand myself better___ b. helped me to understand myself and others better___ c. helped me to be understood___ d. not helped me to understand myself better___ e. not helped me to understand myself and others better___.

2. (check one) The group: a. shares and discusses common interests and problems, and helps us reach solutions___ b. shares and discusses problems___ c. discusses problems___ d. doesn't discuss problems like mine___ e. is just a bull session with no practical value___.

3. (check one) The meetings have been: a. excellent___ b. above average___ c. average___ d. below average___ e. unsatisfactory___.

4. (check one) These therapy sessions: a. have helped me do better in prison and prepare for life outside___ b. have helped me look better for my parole___ c. have been somewhere to go and something to participate in___ d. have not been very helpful___ e. have been a pain but necessary, I guess, to get out___.

5. (check one) Most of the things discussed in group therapy: a. applied to me___ b. applied to me and others___ c. applied only to the others___.

6. (check all those that apply to you) During my therapy I have made: a. fewer write ups and better behavior___ b. a better work record___ c. better use of my time___ d. some serious schooling___ e. a desire to improve___ f. been the same as before___.

7. (check those that apply) I like the therapy sessions because: a. I like to gab___ b. I want to get out___ c. they help me release tension___ d. they allow me to see my problems___ e. they help me see myself and my problems clearly and plan solutions___.

8. (check one) Therapy would be better if: a. the guy in charge would do more talking___ b. the guy in charge would shut some of the loud mouths up___ c. the guy in charge would let us talk more___ d. the guy in charge would guide our discussions more and give us some ideas to discuss___ e. the guy in charge would shut up and listen for a while___ f. we would only try to participate more and seriously try to be better___.

9. (check one) I think everyone: a. should not enroll in therapy___ b. should not have a chance to enroll in therapy___ c. should be exposed to group therapy___ d. should have a chance to enroll in therapy___ e. should enroll in therapy___.

10. (fill in) I have been in group therapy ____weeks, ____months, ____years.

11. (check one) Since I started group therapy, my attitude, behavior and work habits: a. have greatly improved___ b. have improved___ c. remained the same as before___ d. have gotten worse___ e. have gotten much worse___.

12. (check those that apply) I've improved because I have taken up: a. group therapy___ b. schooling___ c. vocational training___ d. club activity___ e. better work habits___ f. religious activity___ g. list any others you care to_____

13. (fill in) I still have ____months ____years to serve in my sentence. b. This is my ____time in prison. c. My crime committed was _____

14. (check one and fill in) a.____I like group therapy because_____ _____

b.____I don't like group therapy because_____ _____

15. (check as many as apply) a.____I dropped therapy before because _____

b. ____I didn't drop therapy before because_____
c. ____I've never taken group therapy before because_____
d. ____I've taken group therapy once before.
e. ____I've taken group therapy more than once before.

16. (check as many as apply) a.___Specifically group therapy has helped me to solve the following problems:_____
b. ___Group therapy has not helped me solve a problem.
c. ___Group therapy has helped me to become aware of the following problem:_____
d. ___Group therapy has not helped me become aware of any problems I wasn't already aware of.

18. (check one) a. I like group therapy the way it is___ b. I think group therapy needs some improvement___. List desired improvements, if any:

RESEARCH PROJECT: AN EVALUATION OF REHABILITATIVE PROGRAMS IN OPERATION AT THE UTAH STATE PRISON, 1948 to 1968

PROFESSIONAL QUESTIONNAIRE: ADMINISTRATIVE AND PROFESSIONAL PERSONNEL

DIVISION OR DEPARTMENT: _____

(Selected Questions)

1. What types or kinds of service is your office designed to render to inmates?

_____
_____
_____

2. How many hours of service per year do you give the average inmate? (Check one)

____10 ____20 ____40 ____60 ____100 ____more than 100

3. On a per man hour basis, how much time do you feel your office should spend with each inmate to have a positive effect on his rehabilitation needs? (Check one)

Hours: ____10 ____20 ____40 ____60 ____More than 60

4. In addition to test results, what cumulative records should be kept on inmates with whom you work?

_____
_____
_____

5. To what extent do you use tests and test results in your work with inmates?

_____Very extensively _____Extensively _____Moderately

6. Please indicate the approximate proportions of time you spend with inmates in each of these areas:

_____Social
_____Education
_____Personal
_____Moral
_____Religious
_____Psychological
_____Vocational
_____Marital

7. Describe your system of follow-up for persons paroled or released:

_____

_____

8. Please give your idea of a good program of rehabilitation and training for inmates:

_____

_____

_____

_____

_____

_____

_____

ADDITIONAL FOR PAROLE OFFICERS.

1. What is the average case load of a parole officer?

____10 cases ____20 cases ____40 cases ____60 cases

____More than 60

2. How often do parole officers see parolees in their charge?

____Once a month ____Each 6 months

____Every 3 months ____Other (give visits per year)

_____

_____

3. What services do you as a parole officer provide or secure for parolees? (Please list):

_____

_____

_____

4. In what ways do you feel the present parole program contributes to the success of vocational rehabilitation of former inmates?

Positive: _____

_____

_____

Negative: _____

_____

_____

RESEARCH PROJECT: AN EVALUATION OF REHABILITATIVE PROGRAMS OPERATING AT SOUTH PARK ACADEMY 1958-1968 (Active Inmates)

Please check the correct answers or fill in the statements requested. (This questionnaire applies only to courses begun before October, 1968).

(Selected Questions)

1. Is this your first commitment to Utah State Prison?
   Yes____ No____

2. List any rehabilitation programs which have been helpful to you and make any other comments you feel pertinent to this study.
   _____
   _____
   _____
   _____
   _____

RESEARCH PROJECT: AN EVALUATION OF REHABILITATIVE PROGRAMS OPERATING AT SOUTH PARK ACADEMY 1958-1968 (Former Inmates)

Please check the correct answers or fill in the statements requested.

(Selected Questions)

1. Since leaving South Park Academy, what percent of your time have you been unemployed?

   ____None ____Less than 25% ____Less than 50% ____Less than 75%
   ____Continuously.

2. If you have been unemployed since your release or parole, what percentage of time have you:

   Been on Welfare _____%
   Been on Rehabilitation _____%
   Received assistance from family _____%
   Had other support _____% (Give kind of support)_____
   _____
   _____

3. Which of the persons listed below had an influence on your enrollment in the Vocational training program at South Park Academy? (Check all that apply)

   _____Family
   _____Friends
   _____Instructors
   _____Counselors
   _____Case Workers
   _____Chaplain
   _____Others (who)_____
   _____

4. Please indicate which of the following you participated in, and rate each as an aid or help to you:

PROGRAM	PARTICIPATED	RATING			
		Excellent	Good	Fair	Poor
Rehabilitation					
1. Counseling:					
Vocational					
Educational					
Social					
Religious					
Psychological					
Marriage					
Other					
2. Therapy:					
Group Therapy					
Individual therapy					
3. Club Activity:					
A.A.					
DARE					
Rodeo					
Toastmasters					
Ambassador					
Liahona					
Other					
4. Dale Carnegie Course					
5. Religious Activity:					
Catholic					
Protestant					
Jewish					
L.D.S.					
6. Social Activities:					
Follies					
Rodeo					
Dramatics					
Orchestra-band					
Chorus					
Other					
7. Work release program					
8. Week-end Furlough					
9. Public speaking					
10. Arts & Crafts					
11. Classification					

92/93

5. If you dropped out of any course or program at South Park Academy, please check those you left and state the reason for leaving:

COURSE OR PROGRAM	REASON FOR LEAVING
Vocational Course Name of subject	
Basic Education Course	
Elementary Education Course	
High School Course	
Dale Carnegie Course	
Clubs Name	
Therapy Programs	
Social Activities Name	
Public Speaking	
Other Name	

APPENDIX B INMATE INFORMATION FROM FILE JACKETS

ADDITIONAL SAMPLE POPULATION INFORMATION

HOME

TYPE OF HOME	NO.
Adopted	6
Illegitimate	2
Broken	225
Father dead	135
Mother dead	38
Parents dead	37
Parents unknown	3
	663

JUVENILE RECORD

Yes	344
No	165
Not Available	95
	604

COUNTY RESIDENCE

COUNTY	NO.
Box Elder	15
Cache	7
Carbon	22
Davis	21
Duchesne	8
Emery	2
Garfield	3
Grand	13
Iron	5
Kane	2
Millard	2
Morgan	1
Salt Lake	267
San Juan	7
Sanpete	8
Sevier	14
Summit	2
Tooele	15
Uintah	11
Utah	61
Wasatch	3
Washington	10
Weber	128
Unknown	1
Calif. transfer	1
	629

BIRTH

WHERE BORN	NO.
In Utah	291
In U.S. (out of Utah)	326
Out of U.S.	6
Not Available	4
	623

VOCATIONAL TRAINING COURSE

COURSE	NO.
Electrical	70
Cullinary	52
Drafting	104
Boiler Room	59
Laundry	46
Welding	65
Maintenance	12
Machinist	9
Meat Processor	33
Dry cleaning	8
Landscaping	10
Milk Production	8
	476

USE OF ALCOHOL AND DRUGS

Alcohol	479
Drugs	50
	529

SENTENCE

TERM	NO.
0-5 years	193
1-10 years	131
1-20 years	268
1-life	116
	708
Note: Some of 627 had more than one sentence	

Continued:

OCCUPATION

TYPE	NO.
None	4
Skilled	117
Semi-skilled	296
Unskilled	319
	736

DATES OF VOCATIONAL TRAINING

Date	Beginning	Ending
1960	18	4
1961	12	20
1962	54	26
1963	97	68
1964	102	103
1965	105	105
1966	169	116
1967	216	185
1968	168	138
	941	765

YEAR	RECEIVED	RELEASED
1957	7	0
1958	3	1
1959	9	0
1960	37	0
1961	33	9
1962	51	16
1963	74	18
1964	86	37
1965	83	62
1966	23	60
1967	93	72
1968	38	54
	537	329

RELEASE PLANS

PLAN	NO.
Semi-skilled job	30
Unskilled job	119
Skilled job	2
Schooling or Rehabilit.	27
Live with Relatives	164
N/A or None	128
Live in Utah	100
Live out of Utah	76
Parole	7
Other	11
	664